

Appendix H-SCHOOL COVER SHEET - Transformation Model

School Name: Whiteville Elementary School Address: 2510 Highway 64 Whiteville, Tennessee 38075	District Point of Contact (POC) Name & Position: Darrell Wooden, Director of Federal Programs Phone#: (731) 658-2510 Email Address: woodend@k12tn.net
School Number: 0055	Title I Status: <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School
Year the school entered Priority status: <u>2012</u>	
Principal's Name SY 2013-14: TBD (Indicate TBD if unknown at this time.) Phone # (731) 254-8013 Email Address: TBD	Waiver Request(s): <input checked="" type="checkbox"/> Requested for this School <input type="checkbox"/> Not Requested for this School
Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*: * Each year--not to exceed \$2 million	
Pre-Implementation Activities Year 1	\$ 0.00
Year 1: SY 2013-14 excluding pre-implementation	\$ 528,224.95
Year 2: SY 2014-15	\$ 445,503.26
Year 3: SY 2015-16	\$ 440,500.91
Three Year Total Budget	\$ 1,414,229.12

School Level Descriptive Information

1. School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.
Using the needs assessment, each LEA is required to select an intervention for each school.

Name: Whiteville Elementary School			Intervention Model: Transformation Model
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data	2010-11	2011-12	<p>The enrollment at Whiteville Elementary School has had a significant decline from 351 to 305. The attendance rate was slightly below the state average in 2011-2012. It is the goal of the school to continue to increase the attendance rate.</p> <p>The mobility rate has increased greatly from 24% in 2010-2011 to 38% in 2011-2012. 93% of the students who attend Whiteville Elementary School participate in the free and reduced lunch programs. Only 20 students pay full price for lunch and breakfast.</p> <p>The number of incidents of suspension increased by approximately 20% from the 2010-2011 to the 2011-2012 school year. Whiteville Elementary School's number of suspensions significantly exceeds the number of suspensions compared to other schools in the district with similar grade configurations.</p> <p>Due to a high mobility rate and increasing numbers of suspensions, the school needs to employ a full-time parent liaison/assistant principal who will monitor and evaluate the root cause of these deficiencies. The parent liaison/assistant principal will keep parents abreast of at-risk students' academic status and behavioral concerns, as well as assist in the handling of disciplinary matters, and other duties as assigned by the principal.</p> <p>To promote positive social interactions, Whiteville Elementary School will benefit from participation in a School-wide Positive Behavior Support (SWPBS) program. SWPBS is a proactive approach based on a three-tiered model of prevention and intervention aimed at creating safe and effective schools. An emphasis will be</p>
	351	305	
Grade level enrollment	PK – 34 K – 32 1 – 31 2 – 32 3 – 35 4 – 28 5 – 43 6 – 38 7 – 37 8 – 35	PK – 34 K – 33 1 – 23 2 – 29 3 – 32 4 – 33 5 – 24 6 – 34 7 – 31 8 – 32	
Number of students in each subgroup (List applicable subgroups below.)	M – 166 F – 185 ED – 330 B – 304 H – 5 M – 3 W – 39	M – 145 F – 160 ED – 285 B – 259 H – 4 M – 2 W – 40	
Mobility (%) - Entrants, Withdrawals	24%	38%	
Attendance %	95.4%	94.6%	
Suspensions (#)	88 incidents	108 incidents	
Expulsions (#)	0	0	
AP, IB, and Dual Enrollment (#)	N/A	N/A	
Graduation Rate	N/A	N/A	

			placed on teaching and reinforcing important social skills and data-based problem-solving to address existing behavior concerns. In addition, there is a social worker assigned to the WES to work with the teachers in developing functional behavioral plans for those students with behavioral challenges. With the implementation of SWPBS and functional behavioral plans, there will be a decrease in discipline referrals and an increase in instructional time.	
2. Staff Profile Data		Provide a summary and conclusion of the analysis of each area.		
Principal: Length of time in position:		7 years		
Teaching Staff Number of years of experience in profession				
1. 1 to 3	4	The total number of staff members at Whiteville Elementary School is 28. 14% of the staff has 1-3 years, 25% of the staff has 4-10 years, 36% of the staff has 11-20 years, and 25% of the staff has 21+ years of experience in the profession.		
2. 4-10 years	7			
3. 11-20 years	10			
4. 21+ years	7			
Teaching Staff Number and % of experience in the school				
1. 1 to 3	8	The total number of staff members at Whiteville Elementary School is 28. 28.5% of the staff has 1-10 years, 25% has 11-20 years, and 18% of the staff has 21+ years of experience at the school.		
2. 4-10 years	8			
3. 11-20 years	7			
4. 21+ years	5			
Teacher attendance rate	2010-2011	2011-2012		
	95%	94%		
Teacher evaluation data by levels		2011-2012	There were 28 teachers at Whiteville Elementary School during the 2011-2012 school year. Of the current 28 teachers, 1 teacher did not receive evaluation data, 1 teacher was slightly below expectations, 15 teachers were at expectations, 7 teachers were above expectations, and 4 teachers were significantly above expectations.	
		Level 1		0
		Level 2		1
		Level 3		15
		Level 4		7
		Level 5		4
3. Student Achievement Data	2010-2011	2011-2012	Provide a summary of existing status and current needs.	

Reading/Language Arts			
“Every test taker” (ETT) category	A/P – 17.2% B/BB – 82.8%	A/P – 17.9% B/BB – 82.1%	The 2011-2012 Reading/Language Arts test data reveals the following: <ul style="list-style-type: none"> • An increase of 0.7% in the Advanced/Proficient category • A decrease of 0.7% in the Basic/Below Basic category
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups	ED – A/P – 15.6% ED – B/BB – 84.4% SPED – A/P – 2.2% SPED – B/BB – 97.8% B – A/P – 15.6% B – B/BB – 84.4%	ED – A/P – 17.9% ED – B/BB – 82.1% SPED – A/P – 7.3% SPED – B/BB – 92.7% B – A/P – 16% B – B/BB – 84%	The percentage of ED scoring A/P increased 2.3%, the percentage of SPED scoring A/P increased 5.1%, and the percentage of B scoring A/P increased 0.4%. ED, SPED, and B are the only subgroups with enough students to be counted as a subgroup. Progress has been made among all subgroups; however, significant improvement is still needed.
School performance on value-added student achievement	Reading/LA Level 5 – 2 Level 4 – 1 Level 3 – 7 Math Level 5 – 4 Level 4 – 1 Level 3 – 3 Science Level 5 – 2 Level 3 – 1 Level 2 – 3 Level 1 – 2 Social Studies Level 5 – 1 Level 4 – 1 Level 3 – 2 Level 2 – 3	Reading/LA Level 5 - 1 Level 3 - 9 Math Level 5 – 5 Level 4 – 3 Science Level 5 – 2 Level 4 – 3 Level 3 – 5 Level 1 – 1 Social Studies Level 5 – 1 Level 4 – 1 Level 3 – 3	Overall, the majority of the teachers scored at expectations in all subject areas for both the 2010-2011 and 2011-2012 school years. In the 2010-2011 school year, there were 9 teachers scoring below expectations in science and social studies. In the 2011-2012 school year, there was only 1 teacher scoring below expectations in science. Based on the data listed above, the school needs to focus on science and social studies instruction. Currently, the school integrates science and social studies instruction in reading/language arts content to a limited extent. This lack of focus on science and social studies has had an impact on student academic achievement. The school needs to revise the school schedule to include a designated time span for science and social studies instruction in grades K-6. In addition, students will benefit from fully integrating science and social studies into reading/language arts and math curriculums.

	Level 1 – 1		
Mathematics			
“Every test taker” (ETT) category	A/P – 14% B/BB – 86%	A/P – 22.3% B/BB – 77.7%	The 2011-2012 Mathematics test data reveals the following: <ul style="list-style-type: none"> • An increase of 8.3% in the Advanced/Proficient category • A decrease of 8.3% in the Basic/Below Basic category
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups	ED – A/P – 12.9% ED – B/BB – 87.1% SPED – A/P – 2.2% SPED – B/BB – 97.8% B – A/P – 12.5% B – B/BB – 87.5%	ED – A/P – 21.4% ED – B/BB – 78.6% SPED – A/P – 2.4% SPED – B/BB – 97.6% B – A/P – 18.5% B – B/BB – 81.5%	<p>The percentage of ED scoring A/P increased 8.5%, the percentage of SPED scoring A/P increased 0.2%, and the percentage of B scoring A/P increased 6%. ED, SPED, and B are the only subgroups with enough students to be counted as a subgroup. Progress has been made among all subgroups; however, significant improvement is still needed.</p> <p>Based on the data above, the school needs to continue use of targeted interventions such as Accelerated Math, Envision Math Intervention, 6-8 Math Connects, Odyssey, and Orchard to enhance math instruction.</p> <p>The district will realign funds to employ a math coach who will serve in a dual role of coaching teachers and serving as a math interventionist. In the role of math coach, duties will include providing teachers with instructional strategies and resources that will ensure the school meets or exceeds its achievement goals. In the role of math interventionist, students in small groups will be provided research based interventions in a computer lab setting. Teachers will be given the opportunity to visit the computer lab to observe the math interventionist working with students identified as Tier II or Tier III.</p>
ACT scores (if applicable)	N/A	N/A	N/A
Graduation rate (if applicable)	N/A	N/A	N/A

4. School Culture and Climate	Provide a summary of existing status and current needs.
TELL Survey Analysis	The 2011 Tennessee Teaching, Leading and Learn (TELL) Survey results indicate that 79.31% of the staff responded to the survey. On the survey, 52% of the teachers felt that they were allowed to focus on educating students with minimal interruptions compared to 57% for the district. 55% of the teachers indicated that students at the school understand expectations for their conduct; however, only 14% of the teachers felt that the students follow procedures and rules of conduct.
School Safety & Attendance Support	<p>Whiteville Elementary will benefit from participation in a School-wide Positive Behavior Support (SWPBS) program. SWPBS is a proactive approach based on a three-tiered model of prevention and intervention aimed at creating safe and effective schools. An emphasis will be placed on teaching and reinforcing important social skills and data-based problem-solving to address existing behavior concerns. In addition, there is a social worker assigned to the school to work with the teachers in developing functional behavioral plans for those students with behavioral challenges. With the implementation of SWPBS and functional behavioral plans, there will be a decrease in discipline referrals and an increase in instructional time.</p> <p>The school will also participate in the Olweus Bullying Prevention Program. The Olweus Bullying Prevention Program is a multi-level, multi-component school-based program designed to prevent or reduce bullying. The program targets students ages 6 to 15 in elementary, middle, and junior high schools. The Bullying Prevention Program is a systems change program, meant to be implemented and sustained over time.</p>
Student Health Services	There is a part-time nurse assigned to Whiteville Elementary School to meet the medical needs of the students. The school nurse is trained to respond quickly to life-threatening emergencies, diabetic emergencies, allergic episodes, asthma attacks, and playground/sports injuries. The Coordinated School Health Program provides support for students and families by conducting health screenings and supplying health/fitness awareness literature.
Social and Community Support	<p>Currently, Whiteville Elementary School has an active Parent-Teacher Organization (PTO) and “Foster Grandparent” Program. The PTO meets several times throughout the school year to promote parent, teacher, and community involvement. Foster grandparents are assigned to teachers’ classrooms to assist with the social, emotional, and academic needs of the students.</p> <p>There is a strong partnership at Whiteville Elementary School with the churches in the school community. For the past few years, the church organizations have provided funding to expand summer school program hours. The Hardeman County Agricultural Extension Services office also worked with students during the program on various projects.</p>

	<p>Many of the churches throughout our county have received funding to set up wireless computer labs. Currently, Union Hill Baptist Church is providing tutorial services on Wednesday nights and continuing through state testing in April.</p> <p>With a continued effort to increase community involvement within the school, the district will continue to seek new partnerships with community agencies and cultivate existing partnerships for ongoing support.</p>
5. Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	Provide a summary of existing status and current needs.
Curriculum Intervention Programs	<p>Teachers are currently using the Harcourt Trophies Reading Series for reading and literacy instruction. All teachers incorporate ninety minutes of intensive instruction in reading and math. Pacing guides are provided for all teachers to ensure that all standards and objectives are taught during the school year. The rigor in the instruction is evident through students' performances on the STAR benchmark assessments. Students scoring below the 10th percentile on these assessments are provided additional instructional support. Targeted students are progress monitored weekly. The following intervention programs are used to provide remediation: Odyssey, Orchard, Earobics, Kids College, and Study Island.</p> <p>STAR Early Literacy, STAR Reading, and STAR Math will be used to benchmark student progress. The instructional facilitator will review data from benchmark assessments to determine students who should be targeted for intervention. The school leadership team and LEA administration will meet every 4 weeks to review student outcomes. If students are not making progress at this time, additional support services will be provided to meet the needs of the child.</p> <p>In order to build background knowledge, students will benefit from direct instruction using a guided reading researched-based curricula, i.e. Renaissance Successful Reader, Scholastic Read 180, etc. to increase their comprehension skills facilitated by a reading coach.</p>
Enrichment Programs	<p>Students attending Whiteville Elementary School are given the opportunity to participate in a 21st Century Community Learning Centers Program. Students participating in the 21st CCLC program receive tutoring in reading and math during non-school hours as a means for helping them to meet rigorous state academic standards. The program also affords students the opportunity to participate in many enrichment activities, such as art, music, and computer classes. In addition, the program engages parents by providing them with opportunities to participate in literacy and mathematics activities.</p> <p>Middle school students attending Whiteville Elementary School will participate in a grant funded program through the Tennessee Higher Education Commission. The GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) program aims to increase the number of low-income, first generation</p>

	<p>students enrolling and succeeding in college. The following programs will assist WES students in meeting the GEAR-UP goals:</p> <ul style="list-style-type: none"> --Summer Bridge Camp for at-risk students --Mentoring Program for at-risk students --On-site post-secondary and industry tours --Tutoring and remediation programs
Dual enrollment (if applicable)	N/A
Advanced Placement (if applicable)	N/A
6. Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	<p>Students receive 90 minutes of research-based instruction in both reading/language arts and mathematics. Students also participate in science and social studies classes for a minimum of 30 minutes to an hour a day. In addition, students receive the following auxiliary instruction: music, computer, and library.</p> <p>Currently, teachers are incorporating daily grammar, daily reading practice, and academic vocabulary in all classrooms. The “Daily Grammar Practice” and “Daily Reading Practice” are incorporated into the 60 and 90 minute reading blocks. A vocabulary “word of the day” is introduced on a daily basis. Students are provided incentives for using the daily vocabulary. With continued implementation of these strategies, students’ vocabulary and grammar skills will improve their abilities to gain proficiency within the classroom and on standardized testing.</p> <p>To increase proficiency in reading and math, an additional 60 minutes of reading/language arts and math instruction will be included in the daily instructional schedule. The staff of Whiteville Elementary School will organize PLCs (Professional Learning Communities). Teachers will increase their knowledge and professionalism, resulting in them gaining multiple instructional strategies from their colleagues.</p>
Use of instructional technology	<p>The school is equipped with wireless connectivity with two computer labs. All classrooms are equipped with computers. In addition, teachers have access to BrightLink projectors, Elmo projectors, and iPads for instructional use. All students participate in the computer lab weekly to receive additional learning opportunities. The district will provide teachers with additional training opportunities on how to effectively incorporate the use of technology in daily lessons, whole group instruction, and small group activities. The</p>

	district will seek in-house staff to present/share ideas regarding the use of interactive technology in the classroom for the staff of Whiteville Elementary.
Use of data analysis to inform and differentiate instruction	All teachers regularly use TCAP, Writing Assessment, and benchmark data to drive instruction. Teachers utilize this data to plan instruction and share activities and instructional strategies across the curriculum to promote the proficiency of every child in reading and math. Teachers engage in whole group instruction and small group instruction. Students participate in learning stations that are differentiated to meet their individual needs. Teachers will collaborate in PLCs and grade level meetings weekly to analyze data, review assessments, and plan lessons.
Number of minutes scheduled for core academic subjects	Reading and math teachers incorporate 90 minutes of instruction daily through the use of whole group instruction, small group instruction, and work stations. Students receive 30 minutes to an hour of daily instruction in science and social studies. Additional time will be incorporated into the daily schedule, to include, writing, and remediation.
7. Assessments	
Use of formative, interim, and summative assessments to measure student progress	<p>Students in kindergarten and 1st grade are assessed using the STAR Early Literacy assessment. Students in grades 2-8 are benchmarked with the STAR Reading assessment. Kindergarten students are assessed in math using AIMSWEB. Students in grades 1-8 are assessed using STAR Math. In addition, students in grades 3-8 are assessed using Discovery Education (ThinkLink). All assessments are given three times during the school year. Support is provided to all students scoring below the 10th percentile on benchmark assessments. Intervention programs, i.e. Odyssey, Orchard, and Kids College aid teachers in the process of monitoring student achievement.</p> <p>Students participate in the TCAP and Writing Assessments annually. Next school year, 1st grade will use STAR Reading as its benchmark assessment 3 times a year since the current assessment has not been highly effective in identifying at-risk students.</p>
Timeline for reporting student progress to parents	Parent-Teacher Conferences are held each semester. Progress reports are provided for parents at the midpoint of each grading period. Results of benchmark assessments will be shared with parents 3 times a year. Teachers will notify parents of their child's progress via notes, telephone calls, and e-mail communications. Report cards are sent home at the end of the 9-week grading period. Parents are afforded the opportunity to visit classrooms or schedule appointments to discuss their child's progress. Flexible scheduling includes meeting early mornings, during teacher's planning periods, and late evenings.
8. Parent and Community Support	Provide a summary of existing status and current needs.
Social services to students and families	To provide social support to students and families, the school has a full-time guidance counselor, school social worker, and school psychologist. These staff members provide individual student planning and address academic and social concerns.

Health and community services to students and families	Health services are provided through the school nurse, Hardeman County Health Department, Hardeman County Community Health Center, and Coordinated School Health Program.
Parent support to students and school	<p>To promote parental involvement and increase students' levels of proficiency in reading, parents are asked to devote 30 minutes a day with their children either reading to them or allowing their children to read to them. Families maintain a reading log for documenting the varied literature read. Students are periodically provided incentives upon submitting their reading logs.</p> <p>Currently, Whiteville Elementary School has an active Parent-Teacher Organization (PTO) and "Foster Grandparent" Program. The PTO meets several times throughout the school year to promote parent, teacher, and community involvement. Foster grandparents are assigned to teachers' classrooms to assist with the social, emotional, and academic needs of the students.</p> <p>To enhance instructional support for Whiteville Elementary School families, the school will host a series of parent workshops and academic activities in an effort to increase their child's level of proficiency. Examples of parent workshops will include the following:</p> <ul style="list-style-type: none"> • How to Help Your Child with Homework in Math and/or Reading/LA • Building Vocabulary • Parent Make-It and Take-It Sessions • Use of Technology • Effective Writing Strategies • Implementation of Common Core Math and/or Reading/LA • Useful Websites to Help Your Child Achieve Proficiency

2. School Improvement Plan

Attach an electronic copy of the school's comprehensive plan for school improvement that will be implemented in conjunction with the Transformation Model. (Label as Attachment *School Name* School Improvement Plan) – **Please note that the School Improvement Plan may undergo changes with the assignment of a new principal to Whiteville Elementary School.**

You may use the "streamlined" improvement plan developed in Fall 2011, "Revised Tennessee School and District Improvement Planning document or one of your choosing.

2013-14 Tennessee School Improvement Planning Template

The final plan should be no longer than **four** pages.

Please note that the School Improvement Plan may undergo changes with the assignment of a new principal to Whiteville Elementary School.

School Name:	Whiteville Elementary School	
Accountability status:	Priority	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	<p>Math – All grade levels in grades 3-8 made growth: 3rd – 7.3%, 4th – 15.53%, 5th – 5.1%, 6th – 1.8%, 7th – 22.54%, 8th – 21.81%. For the school (grades 3-8) the math growth was 8.8%.</p> <p>Reading/LA – 3 grades made significant growth: 4th – 7.6%, 5th – 6.4% and 7th -16%.</p> <p>Science – 4 grades made significant growth: 4th – 21.9%, 5th – 16.2%, 7th – 17.9% and 8th – 9.2%.</p>	<p>Reading/Language Arts – 2 grade levels made negative growth: 3rd – 12.5% loss and 6th – 6.1% loss. For the school the reading growth (grades 3-8) was only .7%.</p> <p>Science – 2 grades levels made negative growth: 3rd – 13.9% loss and 6th grade 18. 3% loss. For the school (grades 3-8) the science growth was 2.1%</p>
	Underlying Reasons for Progress:	Underlying Reasons for Challenge:
	<p>Accelerated Math was used in many classrooms.</p> <p>Tier 2/3 Math for students in the 10th percentile and below as reported by STAR math.</p> <p>Use of computer programs Odyssey (grades 7 & 8) and Orchard (grades 3, 4, 5 & 6) in the classroom and computer lab.</p> <p>Significant gains were made in the 7th and 8th grades in 7th reading, 7th/8th math, 7th/8th science and 7th/8th grade social studies because of departmentalization. Each subject area had a teacher dedicated to that subject including a teacher for reading and another for language arts. Each subject area was scheduled for 1 hour per day.</p>	<p>Because of the primary focus on reading skills during the 90 minute reading block, language arts skills did not receive the attention needed.</p> <p>Accelerated Reader was not utilized to its fullest potential.</p> <p>The library was not used to its fullest potential.</p> <p>Many students who are working below grade level in reading/language arts (bubble students) were not in any intervention program.</p> <p>For grades 3-6, time was limited for science. Four hours a day (90 minutes each for reading and math and 30 minutes each for reading and math enrichment/Tier 2/3) were dedicated for math and reading only. Three hours a day were allotted for language arts, science, social studies, P.E., lunch and pull-out (computer, music, library, counseling) periods.</p>

Goals for
2012-13
school year:

AMOs (Annual Measurable Objectives) 2012-13

Subject	Grade	P/A Students	Students Tested 2012	% P/A	Suggested Growth	Suggested Target	Students to test 2013	Students P/A Required to Achieve Target
Read/LA	3-8	33	184	17.9%	5.1%	23.0%	174	41
Math	3-8	41	184	22.3%	4.9%	27.2%	174	48
Read/LA	3	5	31	16.1%	5.2%	21.3%	25	6
Math	3	12	31	38.8%	3.8%	42.6%	25	11
Read/LA	7	5	31	16.1%	5.2%	21.3%	35	8
Math	7	7	31	22.6%	4.8%	27.4%	35	10

Gap Closure Targets 2013

Gap Type	Subject/ Grade	Number of students tested (subgroup)	Current Gap	Gap Reduction Percentage	Gap Target
Black/Hispanic/Native American vs. All Students	3-8 Math	168	3.2%	0.2%	3.0%
Black/Hispanic/Native American vs. All Students	3-8 Read/LA	168	1.2%	0.1%	1.1%
Economically Disadvantaged vs. Non-ED	3-8 Math	173	15.0%	0.9%	14.1%
Economically Disadvantaged vs. Non-ED	3-8 Read/LA	173	0.3%	0.0%	0.3%
Limited English Proficient vs. Non LEP	3-8 Math	2	0.0%	0.0%	0.0%
Limited English Proficient vs. Non LEP	3-8 Read/LA	2	0.0%	0.0%	0.0%
Students w/ Disabilities vs. Non-SWD	3-8 Math	41	25.6%	1.6%	24.0%
Students w/ Disabilities vs. Non-SWD	3-8 Read/LA	41	13.7%	0.9%	12.8%

	AMO Projections for 2013-2016			
	Subject	2013-14	2014-15	2015-16
	Read/LA 3-8	28.1%	33.2%	38.3%
	Math 3-8	32.1%	36.0%	40.9%
	Read/LA 3 rd	26.5%	31.7%	36.9%
	Math 3 rd	46.4%	50.2%	54%
	Read/LA 7 th	26.5%	31.7%	36.9%
	Math 7 th	31.8%	36.6%	41.4%
Plan for 2013-2014:	<u>Reading/Language Arts Goals</u>			
	Students in the “all students” group will increase their Proficient and/or Advanced performance in reading/language arts by a minimum of 8% from the 2012-2013 student performance rates. The Students w/ Disabilities vs. Non-SWD will demonstrate a 4% reduction in the achievement gap in grades 3-8 from the 2012-2013 student performance rates.			
	<u>Math Goals</u>			
	Students in the “all students” group will increase their Proficient and/or Advanced performance in mathematics by a minimum of 8% from the 2012-2013 student performance rates. The ED group vs. the Non-ED group will demonstrate a 5% reduction in the achievement gap in grades 3-8 from the 2012-2013 student performance rates. The Students w/ Disabilities vs. Non-SWD will demonstrate a 5% reduction in the achievement gap in grades 3-8 from the 2012-2013 student performance rates.			
	Key strategies to achieve goals:			
	1. Strategy: Reading/Literacy Coach Implementation Plan: Whiteville Elementary School plans to employ a Reading/Literacy Coach to work directly with teachers providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The coach will focus on enhancing teachers’ ability to provide instruction that builds students’ sense of engagement in the ownership of learning. The coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions. Desired Outcomes: Students will increase literacy skills and raise their reading achievement as evidenced by meeting and/or exceeding the required AMOs (Annual Measurable Objectives) for all subgroups. Projected costs and funding sources: \$68,778.44 including salary and benefits			

	<p>Describe how this specific strategy will help you achieve your goals for the 2013-2014 school year and address areas of challenge from the past year:</p> <p>Students will receive more one on one instruction and individualized support. Students will increase their vocabulary and comprehension skills, resulting in the improvement of their overall reading abilities.</p> <p>2. Strategy: Math Coach/Interventionist</p> <p>Implementation Plan: Whiteville Elementary School plans to employ a Math Coach/Interventionist to work directly with teachers providing classroom-based demonstrations, collaborative and one-on-one support, and facilitating teacher inquiry and related professional development. The coach will focus on enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. In the role of interventionist, the coach will work with small groups of students in math to provide individualized data based instruction.</p> <p>Desired Outcomes: Teachers will collect a toolkit of math strategies to use with students resulting in an increase in the number of students scoring proficient or advanced in math. This will also aid in further closing the gap between ED vs. Non-ED students and SPED vs. Non-SPED students.</p> <p>Projected costs and funding sources: To be provided by the LEA</p> <p>Describe how this specific strategy will help you achieve your goals for the 2013-2014 school year and address areas of challenge from the past year:</p> <p>Students will receive more one on one instruction and individualized support, and there will be an increase in the number of students scoring proficient or advanced in math.</p> <p>3. Strategy: Scholastic Education READ 180</p> <p>Implementation Plan: At the start and end of each lesson, the reading coach will conduct whole-group instruction with targeted students. In between, students break into groups and rotate through three stations for small-group and independent learning.</p> <p>Desired Outcomes: Students will increase literacy skills and raise their reading achievement as evidenced by meeting and/or exceeding the required AMOs (Annual Measurable Objectives) for all subgroups.</p> <p>Projected Costs and Funding Sources: Read 180 Next Generation for grades 3-8 with implementation training - \$78,100.00</p> <p>Describe how this specific strategy will help you achieve your goals for the 2013-2014 school year and address areas of challenge from the past year:</p> <p>Students will increase their vocabulary and comprehension skills, resulting in the improvement of their overall reading abilities.</p>
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4. **Strategy: Reading/Language Arts and Math Skills of the Week**

Implementation Plan: A weekly calendar of TCAP tested reading, language arts and math skills will be distributed to all classroom and special education teachers and the Tier 2/3 interventionists. A reading, language arts and math skill will be the focus for a 1 to 2 week period. The skills will be taught during the scheduled enrichment times, extended school and Tier 2/3 classes. Students will be tested bi-weekly on the skills. The tests will be generated by Study Island and will be similar to the TCAP with students using answer sheets. Scores are recorded and averaged so areas of weakness can be identified and re-taught.

Desired outcomes: Achieve and/or exceed AMO's in reading/language arts in 3rd through 8th grades (23.0%), for 3rd grade only (21.2%), and also for 7th grade (21.3%)

Projected costs and funding sources: The school purchased Study Island in reading/language arts and math for grades 1 to 8 for approximately \$2,500 from Title 1 funds. Additional paper will have to be purchased (25 cases for \$747.50) using BEP and/or Title 1 funds. The machine used to duplicate the skills tests cost \$2,300 a year for a maintenance contract plus master printing rolls at \$65.00 each. These funds are also from Title 1.

Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year: By focusing on specific reading/ language arts skills and math skills for a week to 2 week period during scheduled enrichment times, extended school day, and in Tier 2/3, students will receive extended time in reading/language arts and math instruction, in addition to the scheduled daily 60-90 minutes of reading/language arts and math.

5. **Strategy:** Incorporate a daily grammar, daily reading practice, and academic vocabulary in all classrooms to be taught daily and integrated in content area subjects.

Implementation Plan: The "Daily Grammar Practice" and "Daily Reading Practice" will be incorporated into the 60 and 90 minute reading blocks. It will also be taught by content area teachers by integrating it in the science and social studies curriculum, as well as incorporated by interventionist during pull-out. A vocabulary "word of the day" will be introduced on a daily basis and announced during F.Y.I each morning. Students will be provided incentives for using daily vocabulary. All teachers will have academic vocabulary boards on the walls in their classroom, and they will integrate this vocabulary daily in their instruction.

Desired outcomes: Students' vocabulary and grammar skills will improve, and they will perform better , increasing their proficiency levels on standardized testing.

Projected costs and funding sources: The "Daily Grammar Practice" and "Daily Reading Practice" series have been purchased for every classroom teacher for \$2,010 from Title 1 funds; \$30.00 Case of Paper for printing students' Certificates of Recognition and \$40.00 Ink Cartridge.

Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:

Students will increase their vocabulary, which will increase reading comprehension and result

	<p>in an increased number of students scoring Proficient and/or advanced in Reading/Math.</p> <p>6. Strategy: Implement PLCs (Professional learning communities) with fidelity, particularly focused on promoting instructional strategies that will increase proficiency in reading and math.</p> <p>Implementation Plan: Students will take Discovery Education (Think Link and STAR Reading and Math assessments three times per year. Teachers will utilize this data to plan instruction and create and share activities and instructional strategies that may be integrated throughout the curriculum to promote the proficiency of every child in reading and math. Teachers participating in professional development sessions will come back to the school within two weeks and train grade level clusters.</p> <p>Desired outcomes: Achieve and/or exceed achievement goals in reading/language arts and math in grades 3rd through 8th. Teachers will increase their knowledge and the variety of instructional strategies they incorporate in their classrooms through shared practices via job embedded PD. This will ultimately result in achievement and/or exceeding achievement goals in reading/language arts and math in 3rd through 8th grades.</p> <p>Projected costs and funding sources: Paper costs \$30.00, Ink for printing assessment Results \$300 (HP Laser Jet 2500)</p> <p>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</p> <p>Teachers will increase their knowledge and professionalism, resulting in them gaining multiple instructional strategies from their peers shared through monthly PLCs. This will result in higher levels of achievement in reading and math, and a larger number of students scoring Proficient and/or advanced in Reading/Math.</p> <p>7. Strategy: Participate in job-embedded professional development</p> <p>Implementation Plan: Teachers will engage in ongoing, high-quality, job-embedded professional development trainings to enhance instructional practices.</p> <p>Desired Outcomes: Teachers will gain valuable knowledge to deliver more effective instructional strategies as a means to increase student academic achievement.</p> <p>Projected Costs and Funding Sources: \$35,917.00</p> <p>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</p> <p>By participating in job-embedded professional development, teachers will receive knowledge of best practices to provide enhance students' academic achievement</p>
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8. Strategy: Participate in an after-school tutoring program

Implementation Plan: Students will participate in an after-school tutoring program during non-school hours to provide academic enrichment opportunities that complement their regular academic programs.

Desired Outcomes: There will be an increased number of students scoring in the Proficient and/or Advanced categories on the end of year assessments.

Projected Costs and Funding Sources: \$23,492.45 – SIG

Note – If the district receives a 21st Century Community Learning Centers Program Grant for the 2013-2014 school year, it will provide additional funding for after-school activities.

Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:

By providing the students with small group and/or one on one tutoring, teachers will be able use the data to drill down and target specific student needs. Students will increase their knowledge in reading/language arts and math, and a higher percentage of students will score proficient and/or advanced on end of year testing.

9. Strategy: Participate in School-wide Positive Behavior Support Program

Implementation Plan: Whiteville Elementary School will implement a School-wide Positive Behavior Support Program (SWPBS), a proactive approach based on a three-tiered model of prevention and intervention aimed at creating safe and effective schools. Emphasis is placed on teaching and reinforcing important social skills and data-based problem-solving to address existing behavior concerns.

Desired Outcomes: There will be a reduction in discipline problems and an increase in instructional time, resulting in students receiving more instructional time on task.

Projected costs and funding sources: No cost

Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:

By implementing the SWPBS program, the number of discipline referrals will be decreased resulting in maximization of instructional time.

10. Strategy: Participate in Olweus Bullying Program

Implementation Plan: Whiteville Elementary School will implement Olweus Bullying, an interactive program that provides key information about bullying, cyber bullying, and dating violence, and explains how schools, community organizations, and parents can create safer, healthy environments, schools, and communities.

	<p>Desired Outcomes: The number of disciplinary infractions will be decreased.</p> <p>Projected costs and funding sources: The costs associated with implementation of the Olweus Bullying program will be partially funded through the Coordinated School Health Program.</p> <p>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</p> <p>By implementing the Olweus Bullying program, students will gain an awareness of negative behaviors associated with bullying. This newfound awareness will result in a decreased number of disciplinary infractions and an increase in on-task behaviors.</p> <p>11. Strategy: Use community volunteers to visit the school to tutor students one-on-one.</p> <p>Implementation Plan: Local businesses will be contacted to allow employees to come to the school to tutor with students who are in the basic/below basic levels in reading/language arts and math during regular school hours. Whiteville is fortunate that there are area businesses that have employees who have had back-ground checks (correctional facility employees, bank employees, etc.).</p> <p>Desired outcomes: Achieve and/or exceed achievement goals in reading/language arts and math in 3rd through 8th grades. More community involvement with Whiteville Elementary School.</p> <p>Projected costs and funding sources: Tutors are community volunteers and there will be no additional cost to the school or system.</p> <p>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year: Using volunteers from the community will give more students who are below level additional intervention by providing the students with one-on-one individualized tutoring. Community volunteers will provide at-risk students with a positive role model outside the school personnel.</p>	
Key benchmarks for progress on strategies:	Benchmark:	Timeline:
	STAR Early Literacy/STAR Reading, and STAR Math	September 2013 (K-8) January 2014 (grades 1-8) May 2014 (grades K-8)
	AIMS Web Math (Kindergarten)	September 2013 January 2014 May 2014
	Discovery Education Assessment Reading/Language Arts – Kindergarten - 8 th grade Math – Kindergarten - 8 th grade Science – 3 rd - 8 th grade	August 13-16, 2013 (grades 3-8) August 26-30, 2013 (grades K-2) November 2013 (grades K-8) February 2014 (grades K-8)

Transformation Model

<p>School Name: Whiteville Elementary School</p>
<p>Rationale for selection of intervention model: Explain how the LEA will use the turnaround intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.</p> <p>The district selected the Transformation Model to address the need of the school. The model will include the following components: recruiting and securing a highly effective principal, identifying and removing ineffective teachers currently assigned to Whiteville Elementary School, implementing research-based instructional programming with targeted interventions, and implementing incentives to recruit, recognize, and retain effective staff.</p> <p>The Transformation Model will be implemented at Whiteville Elementary School to strengthen teacher performance and increase student academic achievement. Whiteville Elementary School was recognized and awarded the Blue Ribbon School of Excellence designation in 1993 for significant improvements in students' academic achievement. By implementing the Transformation Model, the LEA seeks to assist in <i>transforming</i> the school from its current <i>Priority School</i> status back to a status of academic excellence. Students at Whiteville Elementary have made some growth; however, their achievement patterns are inconsistent due to a lack of data driven instructional practices. The teachers will benefit from high-quality professional development to enhance student learning and close the achievement gap.</p>
<p>If the LEA has begun in whole or in part a turnaround intervention model within the past two years, and wished to continue, describe the actions that have been taken up to the present that are relative to the turnaround requirements. Cite evidence of the impact of the model on the school to date.</p> <p>N/A</p>
<p>Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup.</p> <p>SY 2013: Students in the "all students" group will increase their Proficient and/or Advanced performance in reading/language arts by a minimum of 8% from the 2012-2013 student performance rates. The Students w/ Disabilities vs. Non-SWD will demonstrate a 4% reduction in the achievement gap in grades 3-8 from the 2012-2013 student performance rates.</p> <p>SY 2014: Students in the "all students" group will increase their Proficient and/or Advanced performance in reading/language arts by a minimum of 9% from the 2013-2014 student performance rates. The Students w/ Disabilities vs. Non-SWD will demonstrate a 5% reduction in the achievement gap in grades 3-8 from the 2013-2014 student performance rates.</p> <p>SY 2015: Students in the "all students" group will increase their Proficient and/or Advanced performance in reading/language arts by a minimum of 10% from the 2014-2015 student performance rates. The Students w/ Disabilities vs. Non-SWD will demonstrate a 6% reduction in the achievement gap in grades 3-8 from the 2014-2015 student performance rates.</p>

Quarterly Milestone Goals for Reading/Language Arts on interim assessments for “all students” group and for each subgroup for (to be updated annually upon renewal of the grant)

The percentage of students in the “all students” group scoring proficient and advanced on the quarterly Discovery Education formative assessment in reading/language arts will increase by a minimum of 4% when compared to previous year’s TCAP results. The Students w/ Disabilities vs. Non-SWD will demonstrate a 2.5% reduction in the achievement gap in grades 3-8 from the previous year’s TCAP results.

Annual Goals for Mathematics on State assessments for “all students” group and for each subgroup.

SY 2013: Students in the “all students” group will increase their Proficient and/or Advanced performance in mathematics by a minimum of 8% from the 2012-2013 student performance rates. The ED group vs. the Non-ED group will demonstrate a 5% reduction in the achievement gap in grades 3-8 from the 2012-2013 student performance rates. The Students w/ Disabilities vs. Non-SWD will demonstrate a 5% reduction in the achievement gap in grades 3-8 from the 2012-2013 student performance rates.

SY 2014: Students in the “all students” group will increase their Proficient and/or Advanced performance in mathematics by a minimum of 9% from the 2013-2014 student performance rates. The ED group vs. the Non-ED group will demonstrate a 6% reduction in the achievement gap in grades 3-8 from the 2013-2014 student performance rates. The Students w/ Disabilities vs. Non-SWD will demonstrate a 6% reduction in the achievement gap in grades 3-8 from the 2013-2014 student performance rates.

SY 2015: Students in the “all students” group will increase their Proficient and/or Advanced performance in mathematics by a minimum of 10% from the 2014-2015 student performance rates. The ED group vs. the Non-ED group will demonstrate a 7% reduction in the achievement gap in grades 3-8 from the 2014-2015 student performance rates. The Students w/ Disabilities vs. Non-SWD will demonstrate a 7% reduction in the achievement gap in grades 3-8 from the 2014-2015 student performance rates.

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for (to be updated annually upon renewal of the grant).

The percentage of students in the “all students” group scoring proficient and advanced on the quarterly Discovery Education formative assessment in mathematics will increase by a minimum of 4% when compared to previous year’s TCAP results. The ED group vs. the Non-ED group will demonstrate a 3% reduction in the achievement gap in grades 3-8 from the previous year’s TCAP results. The Students w/ Disabilities vs. Non-SWD will demonstrate a 3% reduction in the achievement gap in grades 3-8 from the previous year’s TCAP results.

Transformation Model Requirements	Action Steps for Model Requirements.	Implementation Timeline	Name and Position of Responsible Person(s)
LEA Design and Implementation of the Intervention Model for Each Year of Grant	Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.		
Requirements for the Transformation Model (LEA must implement actions 1-11.)			
<i>A transformation model is one in which the LEA <u>must</u> implement each of the following strategies to develop and increase teacher and school leader effectiveness:</i>			
1. Replace the principal who led the school prior to commencement of the transformation model	Development of Turnaround Principal Application, Turnaround Teacher Application, and Selection of Interview Team Members Turnaround Principal Position posted to district's website and advertised in local newspapers and surrounding counties Turnaround Principal Interviews/Turnaround Teacher Interviews Selection of Turnaround Principal	Jan.-March Feb.-April April	Director of Schools SIG Coordinator/Director of Federal Programs LEA Instructional Supervisors Human Resources Department
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that- a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates b. Are designed and developed with teacher and principal involvement	The evaluation system for teachers and the administrator will include <ul style="list-style-type: none"> Benchmark assessments to determine student growth Use of data to determine goals for each student Monitoring students' mastery of content to enhance student academic achievement Observations using the Tennessee Education Acceleration Model (TEAM), the state's approved evaluation model Administer feedback and coaching after each observation 	Sept.-Oct. Sept.-May -documented TEAM observations and feedback	Director of Schools SIG Coordinator/ Director of Federal Programs School Principal Instructional Facilitator LEA Instructional Supervisors
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities	<ul style="list-style-type: none"> Incentive pay and other positive recognitions for implementation of SIG Level 5 teachers will receive a memorabilia plaque for performing significantly above expectations as evidenced by TVAAS 	Fall 2014	Director of Schools SIG Coordinator/Director of Federal Programs LEA Instructional Supervisors

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
have been provided for them to improve their professional practice, have not done so	<p>achievement data.</p> <ul style="list-style-type: none"> • During the 2014-2015 school year, the principal will be eligible for a performance bonus in the amount of \$3,000 if the school meets its performance targets set for the 2013-2014 school year. • During the 2014-2015 school year, the assistant principal will be eligible for a performance bonus in the amount of \$2,000 if the school meets its performance targets set for the 2013-2014 school year. • During the 2014-2015 school year, the teachers will be eligible for a performance bonus in the amount of \$1,000 if the school meets its performance targets set for the 2013-2014 school year. • In order to be eligible for the performance incentive pay, employees must be full-time and contracted for the entire school year. • Classroom instruction will be monitored through fidelity checks • Observations using the Tennessee Education Acceleration Model (TEAM), the state's approved evaluation model • If limited improvement is evident, provide mentoring support and provide professional development opportunities 	<p>Aug.-May</p> <ul style="list-style-type: none"> -Fidelity checks -Documented TEAM observations and feedback -Mentoring and professional development when needed 	

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
4. Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	Professional development will include the following but will not be limited to: <ul style="list-style-type: none"> • Ongoing professional development on standards and objectives for effective implementation of Common Core ELA and Common Core Math • Effective Use of Data & Formative Assessments • Differentiated Instruction • Co-teaching • Inclusion • Effective Implementation of PLCs 	Aug.-May -PD needs assessment -Calendar of PD activities -Agendas, sign-in sheets, minutes of PLCs & notes	SIG Coordinator/Director of Federal Programs School Principal Instructional Facilitator Teachers LEA Instructional Supervisors
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school	Teachers will be offered additional professional development in core academic subject areas. Teachers will also collaborate with colleagues in common planning times. <ul style="list-style-type: none"> • During the 2013-2014 school year, the principal will be eligible for a recruitment/retention bonus in the amount of \$10,000, paid in increments of \$5,000 at the end of each semester. The bonus will be prorated in the event the principal does not work the entire school year. If the principal is terminated or resigns before the end of the school year, he or she will not be eligible to receive the bonus pay. • During the 2013-2014 school year, the assistant principal will be eligible for a 	July- May Calendar of Professional Development trainings Fall 2013 Spring 2014 Fall 2013 Spring 2014	Director of Schools SIG Coordinator/Director of Federal Programs LEA Instructional Supervisors Director of Finance & Adm.

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	<p>recruitment/retention bonus in the amount of \$7,500, paid in increments of \$3,750 at the end of each semester. The bonus will be prorated in the event the assistant principal does not work the entire school year. If the assistant principal is terminated or resigns before the end of the school year, he or she will not be eligible to receive the bonus pay.</p> <ul style="list-style-type: none"> During the 2013-2014 school year, a teachers will be eligible for a recruitment/retention bonus up to \$5,000, paid in increments of up to \$2,500 at the end of each semester. The bonus will be prorated in the event a teacher does not work the entire school year. If a teacher is terminated or resigns before the end of the school year, he or she will not be eligible to receive the bonus pay. 	Fall 2013 Spring 2014	
<i>A transformation model is one which the LEA <u>must</u> implement each of the following comprehensive instructional reform strategies.</i>			
6. Use data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards	To ensure that common core state academic standards are addressed in all grade levels, the instructional facilitator will lead weekly PLCs with grade clusters to review data, instructional practices, assessments, and student achievement. Teachers will collaborate with one another as they review their data to make recommendations on instructional practices based on the assessment of the data. Teachers will also work in	September <ul style="list-style-type: none"> Conduct Fall Benchmark Assessment and disaggregate data Prepare grade level data 	Director of Student Services SIG Coordinator/Director of Federal Programs School Principal Instructional Facilitator School Teacher Leaders LEA Instructional Supervisors

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	grade clusters to review common core state standards checking for vertical and horizontal alignment. In addition, benchmark assessments will be used to monitor and align instruction.	<p>reports</p> <p>Jan.</p> <ul style="list-style-type: none"> • Review pacing guides • Conduct Winter Benchmark Assessment and disaggregate data • Make revisions to grade level data reports <p>May</p> <ul style="list-style-type: none"> • Conduct Spring Benchmark Assessment and disaggregate data • Review grade level data reports 	
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	Formative, interim, and benchmark assessments, including STAR Early Literacy, STAR Reading. Star Math, Discovery Education Assessments, and Kid's College will be used to determine the need for additional instruction in the content areas. Additional time and support will be provided to struggling students through the use of interventions based on the student's	<p>Sept.</p> <p>-Fall Benchmark testing</p> <p>Oct.-Dec.</p> <p>-Review of student progress</p> <p>-Target interventions</p>	<p>SIG Coordinator/Director of Federal Programs</p> <p>School Principal</p> <p>Instructional Facilitator</p> <p>School Teacher Leaders</p> <p>LEA Instructional Supervisors</p>

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	individual need. The intervention programs used will include an assessment that pinpoints the deficit skill and progress monitoring to gauge effectiveness.	-Students' schedules Jan. -Winter Benchmark testing Feb.-April Review of student progress -Target interventions -Students' schedules May -Spring Benchmark testing	
<i>A transformation model is one which the LEA must implement each of the following strategies to increase learning time and create community oriented schools.</i>			
8. Establish schedules and implement strategies that provide increased learning time as defined in the SIG final requirements.	<p>A revised schedule will be designed to expand the school day for 30 minutes daily. The schedule will include 90 minutes of reading/language arts, 90 minutes of math, and the integration of science and social in reading and math lessons. In addition, there will be 30 minutes of intervention for students identified as Tier II. Further, Tier III students will receive an additional 30 minutes of intensive small group instruction.</p> <p>Tutoring activities will be offered outside of the regular school day in the mornings and afternoons. Students will also have opportunities to participate in enrichment activities on Saturdays and Fall/Spring Breaks.</p>	Aug.-May	Director of Schools SIG Coordinator/Director of Federal Programs School Principal Director of Finance & Adm. Director of Transportation

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	The schedule will be structured so that teachers will have opportunities to collaborate with colleagues during weekly PLCs. During the PLCs, teachers will discuss classroom data, instructional strategies, and plan lessons.		
9. Provide ongoing mechanisms for family and community engagement	The school leadership team and the Director of Federal Programs will coordinate activities to increase parental involvement. Family and community engagement activities will include but not be limited to the following: the implementation of common core state academic standards, curriculum nights, and the use of technology.	April- June -parent and teacher surveys -calendar of events published -agendas, sign-sheets, and minutes of pd opportunities	School Principal SIG Coordinator/Director of Federal Programs School Leadership Team
<i>A transformation model is one which the LEA must implement each of the following strategies to provide operational flexibility and sustained support.</i>			
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	The learning time will be extended for all students for 30 minutes each school day. The additional learning time will afford teachers opportunities to improve student academic achievement. Extended school day opportunities will be provided for at-risk students two Saturdays a month, during Fall/Spring Breaks, and three evenings per week. The principal in conjunction with the district interview team will maintain autonomy in selecting teachers who will be a “best fit” in improving the academic achievement of students attending Whiteville Elementary School. The LEA and school administration team will monitor the effectiveness of instruction throughout the implementation of the grant.	Aug.-May	Director of Schools SIG Coordinator/Director of Federal Programs School Principal Instructional Facilitator LEA Instructional Supervisors
11. Ensure that the school receives ongoing, intensive technical assistance and related	The school will receive ongoing, intensive technical assistance in the areas of curriculum and instruction,	July-June -Agendas, sign-in	SIG Coordinator/Director of Federal Programs

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	school personnel, content area professional development, and data analysis from LEA supervisors	sheets, minutes and notes of meetings	LEA Instructional Supervisors Director of Student Services
Permissible Strategies for the Implementation of the Transformation Model <i>A transformation model is one which the LEA <u>may</u> implement any of the following required strategies to: (Strategies #12-26 are not required.)</i> <ul style="list-style-type: none"> • <i>Develop and increase teacher and school leader effectiveness</i> • <i>Provide comprehensive instructional reform strategies</i> <ul style="list-style-type: none"> • <i>Increase learning time and create community oriented schools</i> • <i>Provide operational flexibility and sustained support.</i> 			
12. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school	<p>Teachers will be offered additional professional development in core academic subject areas. Teachers will also collaborate with colleagues in common planning times.</p> <ul style="list-style-type: none"> • During the 2013-2014 school year, the principal will be eligible for a recruitment/retention bonus in the amount of \$10,000, paid in increments of \$5,000 at the end of each semester. The bonus will be prorated in the event the principal does not work the entire school year. If the principal is terminated or resigns before the end of the school year, he or she will not be eligible to receive the bonus pay. • During the 2013-2014 school year, the assistant principal will be eligible for a recruitment/retention bonus in the amount of 	<p>July- May Calendar of Professional Development trainings</p> <p>Fall 2013 Spring 2014</p> <p>Fall 2013 Spring 2014</p>	<p>Director of School SIG Coordinator/Director of Federal Programs Principal LEA Instructional Supervisors</p>

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
	<p>\$7,500, paid in increments of \$3,750 at the end of each semester. The bonus will be prorated in the event the assistant principal does not work the entire school year. If the assistant principal is terminated or resigns before the end of the school year, he or she will not be eligible to receive the bonus pay.</p> <ul style="list-style-type: none"> During the 2013-2014 school year, a teachers will be eligible for a recruitment/retention bonus up to \$5,000, paid in increments of up to \$2,500 at the end of each semester. The bonus will be prorated in the event a teacher does not work the entire school year. If a teacher is terminated or resigns before the end of the school year, he or she will not be eligible to receive the bonus pay. 	Fall 2013 Spring 2014	
13. Instituting a system for measuring changes in instructional practices resulting from professional development	The principal, instructional facilitator and LEA supervisors will measure the effectiveness of classroom instruction by conducting weekly classroom observations. School and LEA supervisors will meet quarterly to share and discuss classroom observation data.	Aug.-April -Documentation of TEAM Observations, Walkthroughs, & Fidelity Checks -Agenda, sign-in sheets, and minutes	SIG Coordinator/Director of Federal Programs Principal Instructional Facilitator LEA Instructional Supervisors
14. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority	Whiteville Elementary School will not be required to accept any teacher without the mutual consent of the teacher and principal. All teachers will complete a new teacher application and participate in an interview.	April-June -Documentation from Human Resources Dept.	Director of Schools SIG Coordinator/Director of Federal Programs Human Resources Principal

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
15. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective	STAR Early Literacy, STAR Reading, and STAR Math will be used to benchmark student progress. The instructional facilitator will review data from benchmark assessments to determine students who should be targeted for progress monitoring. The school leadership team and LEA administration will meet every 4 weeks to review student outcomes. If students are not making progress at this time, additional support services will be provided to meet their needs.	September <ul style="list-style-type: none"> Conduct Fall Benchmark Assessment and disaggregate data Prepare grade level data reports Jan. <ul style="list-style-type: none"> Review pacing guides Conduct Winter Benchmark Assessment and disaggregate data Make revisions to grade level data reports May <ul style="list-style-type: none"> Conduct Spring Benchmark Assessment and disaggregate data Review grade level data 	Principal Instructional Facilitator SIG Coordinator/Director of Federal Programs Director of Special Education

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
		reports	
16. Implementing a schoolwide “response-to-intervention” model	<p>To ensure “best practice” strategies, all teachers will incorporate ninety minutes of reading and math instruction daily through the use of whole group instruction, small group instruction, and literacy centers.</p> <p>If and/or when, the teacher’s attempts to improve the academic success of the students are not producing desired results and this is documented through researched-based instruction and evidence of non-mastery through benchmark assessments and/or universal screening, the students in question will receive more intensive direct instruction in a smaller group setting.</p> <p>The school leadership team will meet and determine which interventions are appropriate for each student. Some of the intervention programs that will be used are Orchard, Earobics, Odyssey, Scholastic Education Read 180, Accelerated Math, Kids College, 6-8 Math Connects, Envision Math Intervention, and Corrective Mathematics.</p>	<p>Sept.</p> <ul style="list-style-type: none"> Conduct Fall Benchmark Assessment and disaggregate data Plan intervention programs <p>Jan.</p> <ul style="list-style-type: none"> Review pacing guides Conduct Winter Benchmark Assessment and disaggregate data Plan intervention programs <p>May</p> <ul style="list-style-type: none"> Conduct Spring Benchmark Assessment and disaggregate 	Principal School leadership team SIG Coordinator/Director of Federal Programs Classroom Teachers

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
		<ul style="list-style-type: none"> data Plan intervention programs 	
17. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content	Certified special education teachers, an ESL teacher, and related services personnel will work collaboratively with general education teachers to provide quality instruction for students with exceptionalities. The LEA will provide professional development opportunities on topics including, but not limited to inclusion, differentiated instruction, co-teaching, and positive behavioral supports.	Aug.-April -Calendar of professional development activities and trainings -Agendas, sign-in sheets, and minutes	Principal Instructional Facilitator Director of Special Education SIG Coordinator/Director of Federal Programs Teachers
18. Using and integrating technology-based supports and interventions as part of the instructional program	Technological equipment that will be used in the classroom and computer labs to support instructional practices will include BrightLinks, Elmos, iPads, and computers. In addition, computerized intervention programs will include, but not be limited to Odyssey, Orchard, Study Island, and Kids College.	Aug.-May -class schedule -instructional plans identifying the use of technology -schedule for computer lab use for interventions	Principal SIG Coordinator/Director of Federal Programs IT Department Classroom Teachers
19. In secondary schools-- (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare	N/A	N/A	N/A

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<p>students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework</p> <p>(b) Improving student transition from middle high school through summer transition programs or freshman academies</p> <p>(c) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or</p> <p>(d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate</p>			
<p>20. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs</p>	<p>The LEA and school leadership team will partner with parents and faith-and community-based organizations to provide a positive social environment for students.</p> <p>The district's health services department will partner with the school to assist in addressing students' health needs by providing health screenings and health/fitness awareness.</p>	<p>Aug.-Sept. -Meeting with stakeholders -agendas, sign-in sheets, and minutes</p> <p>Sept.-Oct. -Schedule of activities -agenda, sign-in, and minutes</p> <p>Oct.-Dec. -Implementation of</p>	<p>SIG Coordinator/Director of Federal Programs Principal Coordinator of School Health Program Community Stakeholders</p>

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
		activities Dec. -Health screenings are conducted Jan.-March Review of health screenings data Jan. -Meeting with stakeholders to discuss activities from Fall semester and plan activities for Spring semester -Agenda, sign-in sheets, and minutes Feb.-April -Implementation of activities	
21. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff	The school day at Whiteville Elementary School will be extended by 30 minutes a day for all students and teachers. Extended school day programs will include after-school tutoring and Saturday enrichment. By extending the school day for 30 minutes five days a week for all students, additional time will be set aside for teachers to increase instructional time in core academic subject areas and to provide intervention and	April-July -Development of revised school day schedule Aug.-June -Implementation of the revised school day schedule	Director of Schools Board Members Principal /SIG Coordinator Director of Federal Programs School Principal

Transformation Model Requirements	Action Steps for Model Requirements.	Implementation Timeline	Name and Position of Responsible Person(s)
LEA Design and Implementation of the Intervention Model for Each Year of Grant	Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.		
	for teachers to participate in weekly PLCs.		
22. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment	<p>Whiteville Elementary will participate in a School-wide Positive Behavior Support (SWPBS) program. SWPBS is a proactive approach based on a three-tiered model of prevention and intervention aimed at creating safe and effective schools. Emphasis is placed on teaching and reinforcing important social skills and data-based problem-solving to address existing behavior concerns. With the implementation of SWPBS, there will be a decrease in discipline referrals and an increase in instructional time.</p> <p>The school will also participate in the Olweus Bullying Prevention Program. The Olweus Bullying Prevention Program is a multi-level, multi-component school-based program designed to prevent or reduce bullying. The program targets students ages 6 to 15 in elementary, middle, and junior high schools. The Bullying Prevention Program is a systems change program, meant to be implemented and sustained over time.</p>	<p>Aug.-Sept. -selection of teachers to serve as committee members</p> <p>Sept.-May -participation in trainings -implementation of SWPBS and Olweus Bullying Prevention program -agendas, sign-in sheets, and minutes -review of discipline data reports</p>	Principal School Counselor SIG Coordinator/Director of Federal Programs School Psychologist Parent Volunteers Teachers
23. Expanding the school program to offer full-day kindergarten or pre-kindergarten	There are two Tennessee Voluntary Pre-K Programs at Whiteville Elementary School. Both follow the Tennessee Voluntary Pre-K Program Scope of Services and are monitored through the Tennessee Department of Education's Division of School Readiness and Early Learning. The programs follow the regular school day	<p>April-July -Pre-K registrations</p> <p>Aug.-Sept. -Professional Development Trainings</p>	Director of Schools Principal Pre-K Supervisor Pre-K teachers

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	schedule. The school also has an existing full-day kindergarten program.	for teachers -Conduct home visits Sept.-Oct. -Pre-K students are pre-assessed Oct.-Dec. -ELLCO/ECERS classroom assessments are administered -Plans of Actions developed Jan.-Feb. -Professional Development Training for teachers March-May -Pre-K students are post-assessed -Family surveys conducted -Spring registration -Completion of monitoring instrument	
24. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA	The local school board of education will review the SIG process and approve its implementation.	February-March -School Board Meeting agenda & minutes	Director of Schools Board Members SIG Coordinator/Director of

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			Federal Programs
25. Implementing a per-pupil school-based budget formula that is weighted based on student needs	The Federal Programs Director, Student Services Director, and Food Services Supervisor review free and reduced lunch applications. The school's allocation is based on the number of students from low income families.	March-June -Completion of ESEA Consolidated Application and supporting documents -Free and reduced lunch applications	SIG Coordinator/Director of Federal Programs Director of Student Services Food Services Supervisor

Pre-Implementation Activities:

Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2013-2014 school year. To help in its preparation, an LEA may use federal FY 2011 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.

To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2011 SIG funds.

Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2013-2014 academic school year.

Activity Categories with Sample Activities:

Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an

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<p><i>intervention model.</i></p> <p>Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.</p> <p>Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.</p> <p>Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.</p> <p>Preparation for Accountability Measures: Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</p>			

